

## DILLON 1 SCHOOL DISTRICT

PO Box 644

Lake View, SC 29563

**GRADES** PK-12

**ENROLLMENT** 875 Students

**SUPERINTENDENT** Stephen Laird 843-759-3001

**BOARD CHAIR** Earl Gleason, Jr. 843-464-2288

**FISCAL AUTHORITY** Appointed Legislative Delegation

## THE STATE OF SOUTH CAROLINA

### ANNUAL DISTRICT REPORT CARD

# 2004

#### ABSOLUTE RATING:

**AVERAGE**

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	3	7	1	0

#### IMPROVEMENT RATING:

**GOOD**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This district met 18 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

## PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Average	N/A
2002	Below Average	Below Average	N/A
2003	Below Average	Average	No
2004	Average	Good	No

## DEFINITIONS OF DISTRICT RATING TERMS

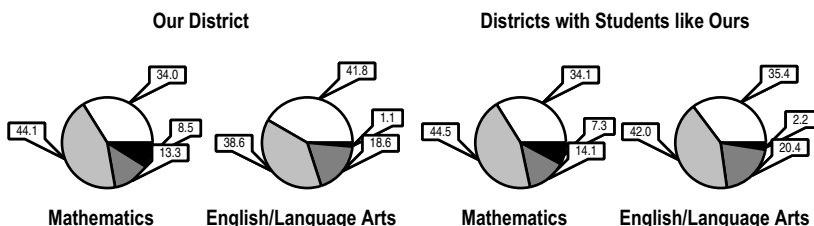
- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

77.5%

## PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



## Definition of Critical Terms

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

## HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our District			Districts with Students like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed both subtests	78.1	N/A	N/A	72.1	N/A	N/A
Passed 1 subtest	10.9	N/A	N/A	14.0	N/A	N/A
Passed no subtests	10.9	N/A	N/A	14.0	N/A	N/A

## ELIGIBILITY FOR LIFE SCHOLARSHIP\*

Percent of	Our District	Districts with Students like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	4.5	12.7
Seniors who met the SAT/ACT requirement	4.5	12.7
Seniors who met the grade point average	43.9	40.8

\*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts							
All Students	377	100.0	41.8	38.6	18.6	1.1	19.7
Gender							
Male	185	100.0	53.8	36.4	9.2	0.5	9.8
Female	192	100.0	30.2	40.6	27.6	1.6	29.2
Racial/Ethnic Group							
White	174	100.0	31.8	38.2	27.7	2.3	30.1
African-American	191	100.0	50.3	39.3	10.5	0.0	10.5
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	9	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	319	100.0	35.4	41.7	21.6	1.3	22.9
Disabled	58	100.0	77.2	21.1	1.8	0.0	1.8
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	377	100.0	41.8	38.6	18.6	1.1	19.7
English Proficiency							
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	374	100.0	41.6	38.6	18.8	1.1	19.8
Socio-Economic Status							
Subsidized meals	274	100.0	50.4	38.7	10.9	0.0	10.9
Full-pay meals	103	100.0	18.6	38.2	39.2	3.9	43.1
Mathematics							
All Students	377	100.0	34.0	44.1	13.3	8.5	21.8
Gender							
Male	185	100.0	39.1	44.0	9.8	7.1	16.8
Female	192	100.0	29.2	44.3	16.7	9.9	26.6
Racial/Ethnic Group							
White	174	100.0	27.2	41.0	16.2	15.6	31.8
African-American	191	100.0	39.8	47.6	10.5	2.1	12.6
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	9	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	319	100.0	30.4	44.8	15.4	9.4	24.8
Disabled	58	100.0	54.4	40.4	1.8	3.5	5.3
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	377	100.0	34.0	44.1	13.3	8.5	21.8
English Proficiency							
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	374	100.0	34.3	44.0	13.1	8.6	21.7
Socio-Economic Status							
Subsidized meals	274	100.0	42.7	46.0	8.4	2.9	11.3
Full-pay meals	103	100.0	10.8	39.2	26.5	23.5	50.0

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	Grade 3	50	100.0	26.7	24.4	48.9	N/A	48.9
	Grade 4	72	100.0	30.2	47.6	17.5	4.8	22.2
	Grade 5	81	97.5	61.4	27.1	11.4	N/A	11.4
	Grade 6	82	98.8	38.6	37.1	20.0	4.3	24.3
	Grade 7	62	96.8	55.6	38.9	5.6	N/A	5.6
	Grade 8	77	100.0	56.9	36.1	6.9	N/A	6.9
<b>2004</b>	Grade 3	70	100.0	32.9	37.1	28.6	1.4	30.0
	Grade 4	47	100.0	25.5	36.2	38.3	N/A	38.3
	Grade 5	62	100.0	46.8	46.8	6.5	N/A	6.5
	Grade 6	73	100.0	53.4	26.0	20.5	N/A	20.5
	Grade 7	70	100.0	40.0	42.9	15.7	1.4	17.1
	Grade 8	56	100.0	49.1	43.6	3.6	3.6	7.3

<b>Mathematics</b>								
<b>2003</b>	Grade 3	50	100.0	15.6	40.0	20.0	24.4	44.4
	Grade 4	72	100.0	31.7	42.9	14.3	11.1	25.4
	Grade 5	81	97.5	54.9	28.2	11.3	5.6	16.9
	Grade 6	82	98.8	34.3	38.6	15.7	11.4	27.1
	Grade 7	62	98.4	52.7	41.8	3.6	1.8	5.5
	Grade 8	77	100.0	40.3	40.3	16.7	2.8	19.4
<b>2004</b>	Grade 3	70	100.0	37.1	50.0	7.1	5.7	12.9
	Grade 4	47	100.0	12.8	42.6	25.5	19.1	44.7
	Grade 5	62	100.0	40.3	40.3	11.3	8.1	19.4
	Grade 6	73	100.0	27.4	43.8	21.9	6.8	28.8
	Grade 7	70	100.0	44.3	35.7	12.9	7.1	20.0
	Grade 8	56	100.0	36.4	56.4	1.8	5.5	7.3

**SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"**

These schools will be reported in a separate document.

**DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"**

Title I schools that fail to make adequate yearly progress for two consecutive years

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	65	100.0	16.9	33.8	27.7	21.5	49.2
Gender							
Male	32	100.0	15.6	43.8	28.1	12.5	40.6
Female	33	100.0	18.2	24.2	27.3	30.3	57.6
Racial/Ethnic Group							
White	30	100.0	N/A	26.7	40.0	33.3	73.3
African-American	34	100.0	29.4	41.2	17.6	11.8	29.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	59	100.0	13.6	33.9	30.5	22.0	52.5
Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	65	100.0	16.9	33.8	36.9	21.5	49.2
English Proficiency							
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	64	100.0	15.6	34.4	28.1	21.9	50.0
Socio-Economic Status							
Subsidized meals	39	100.0	28.2	38.5	25.6	7.7	33.3
Full-pay meals	26	100.0	N/A	26.9	30.8	42.3	73.1
Mathematics							
All Students	65	100.0	15.4	33.8	36.9	13.8	50.8
Gender							
Male	32	100.0	15.6	40.6	34.4	9.4	43.8
Female	33	100.0	15.2	27.3	39.4	18.2	57.6
Racial/Ethnic Group							
White	30	100.0	3.3	30.0	43.3	23.3	66.7
African-American	34	100.0	26.5	35.3	32.4	5.9	38.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	59	100.0	8.5	37.3	40.7	13.6	54.2
Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	65	100.0	15.4	33.8	36.9	13.8	50.8
English Proficiency							
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	64	100.0	15.6	32.8	37.5	14.1	51.6
Socio-Economic Status							
Subsidized meals	39	100.0	25.6	41.0	28.2	5.1	33.3
Full-pay meals	26	100.0	N/A	23.1	50.0	26.9	76.9

Abbreviations for Missing Data

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**PERFORMANCE BY STUDENT GROUPS**

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	66	81.8%	66	4.5%	68	89.7%	N/A
<b>Gender</b>							
Male	39	76.9%	38	7.9%	39	84.6%	
Female	27	88.9%	28	0.0%	29	96.6%	
<b>Racial/Ethnic Group</b>							
White	25	92.0%	26	3.8%	26	100.0%	
African American	40	75.0%	39	5.1%	41	82.9%	
Asian/Pacific Islander	N/A	N/A	0	N/A	N/A	N/A	
Hispanic	1	I/S	1	I/S	1	I/S	
American Indian/Alaskan	N/A	N/A	0	N/A	N/A	N/A	
<b>Disability Status</b>							
Not disabled	64	84.4%	63	4.8%	63	93.7%	
Disabilities other than speech	2	I/S	3	I/S	5	40.0%	
<b>Migrant Status</b>							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	66	81.8%	66	4.5%	N/A	N/A	
<b>English Proficiency</b>							
Limited English proficient	N/A	N/A	0	N/A	0	N/A	
Non-LEP	66	81.8%	66	4.5%	67	89.6%	
<b>Socio-Economic Status</b>							
Subsidized meals	42	81.0%	41	2.4%	43	86.0%	
Full-pay meals	24	83.3%	25	8.0%	25	96.0%	

\* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

**EXAM PASSAGE RATE BY SPRING 2004**

	Our District	Districts with Students like Ours
Percent	81.8%	93.1%

**GRADUATION RATE**

	Our District	Districts with Students like Ours
Number of Students	68	384
Number of Diplomas	61	276
Rate	89.7%	71.9%

**2003-04 COLLEGE ADMISSIONS TESTS**

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	440	438	452	438	892	876
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	16.8	14.2	17.0	15.9	16.6	15.1	16.6	15.8	16.8	15.3
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 875)				
First graders who attended full-day kindergarten	100.0%	N/C	99.6%	97.2%
Retention rate	2.4%	Up from 1.6%	6.0%	5.3%
Attendance rate	95.7%	Down from 96.2%	96.0%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.1%		5.4%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	1.1%		5.2%	5.1%
Eligible for gifted and talented	6.2%	Up from 4.8%	10.1%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.0%	Up from 7.8%	11.4%	10.9%
Older than usual for grade	6.9%	Up from 6.2%	6.0%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	Down from 0.7%	1.5%	1.1%
Enrolled in AP/IB programs	2.2%	Down from 6.0%	8.6%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	0	Down from 13	109	157
Completions in adult education GED or diploma programs	0	Down from 3	13	39
Annual dropout rate	1.8%	Up from 0.4%	2.8%	2.9%
Teachers (n= 57)				
Teachers with advanced degrees	36.8%	Up from 33.9%	47.1%	50.0%
Continuing contract teachers	91.2%	Up from 86.4%	80.6%	84.6%
Highly qualified teachers**	97.2%	N/A	92.4%	92.5%
Teachers with emergency or provisional certificates	7.5%		6.2%	4.4%
Teachers returning from previous year	91.4%	Up from 87.6%	88.8%	89.9%
Teacher attendance rate	96.4%	Up from 96.0%	95.2%	94.7%
Average teacher salary	\$38,757	Up 4.6%	\$37,761	\$40,566
Vacancies for more than nine weeks	1.8%	N/C	1.1%	0.3%
Prof. development days/teacher	15.7 days	Up from 14.0 days	12.3 days	12.0 days
District				
Superintendent's years at district	13.0	Up from 12.0	5.0	3.0
Student-teacher ratio in core subjects	20.0 to 1	Down from 33.6 to 1	21.2 to 1	21.0 to 1
Prime instructional time	90.0%	No change	89.7%	89.5%
Dollars spent per pupil*	\$6,908	Up 0.2%	\$6,951	\$7,217
Percent of expenditures for teacher salaries*	53.0%	Down from 53.6%	53.9%	55.6%
Opportunities in the arts	Poor	No change	Good	Excellent
Parents attending conferences	86.6%	Down from 99.0%	91.5%	97.3%
Number of schools	3	No change	7	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	0.0%	No change	2.9%	4.3%
Average age in years of school facilities	35	Up from 34	34	26
Number of schools with SACS accreditation	0	No change	6	8
Average administrator salary	\$69,153		\$67,907	\$67,300

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**SCHOOL DISTRICT GOVERNANCE**

<b>Board Membership</b>	7 trustees appointed
<b>Fiscal Authority</b>	Appointed Legislative Delegation
<b>Average Number of Hours of Training Annually</b>	5.0 per board member
<b>Percent new trustees completing orientation</b>	100.0%

**DISTRICT SUPERINTENDENT'S REPORT**

The Dillon District One Schools are committed to excellence for all students in all areas. Achieving this goal has been particularly difficult the past three years. State budget cuts each year have stretched our ability to provide the services our students need and deserve. Fortunately our community has stepped forward to assist in off-setting some of these losses. Even with this help we have been forced to reduce teaching positions each year. We have been forced to use funds for basic services which we would rather use to expand our students' education. All indications are that the economy is improving and we hope that the era of budget cuts is ending.

All of our schools have worked extremely hard to meet the needs of our students. Teachers have participated in workshops and brought those ideas back to their classrooms. The teachers and staff of Lake View High School have worked very hard this past year with their assistance team to improve student achievement. We have seen the results in students who have passed the exit exam. We hope we will see continued improvement as the new HSAP test becomes the standard.

To help our students reach the standards set by the state, we again had after school and summer school programs for the students most in need. These programs were funded with grants and we do not expect to have them this coming year. The teachers and students in these programs should be commended for the many extra hours spent working to improve. In conjunction with the Latta and Mullins schools we received a 2.7 million dollar grant over three years for technology improvement. This grant does not take the place of basic services but allows us to improve our use of technology. It would be impossible to list all the individual achievements of our students. The most noteworthy include twenty seniors who received LIFE Scholarships as well as numerous individual college scholarships.

Our commitment to excellence reaches beyond academics. Our band again reached the state finals by placing in the top five in the lower state competition. Five of our athletic teams reached the playoffs. Our football team played for the state championship and our baseball and softball teams reached the lower state finals.

The Dillon One Schools cannot succeed without the contributions of parents and community. We thank you for all you have done and ask that you continue your support.

Stephen Laird  
Superintendent